

The development of pedagogical technique of teachers in a distance study conditions

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Abstract — Reforming the education system in Russia detected the need for a qualitative renewal of teacher training methods. In connection with the active use of IT technologies in the study process, it is necessary to revise the main approaches to the formation of teachers competence in the development of their pedagogical techniques, such as abilities and readiness for interaction with students. When organizing interaction, it is essential to provide a comfortable environment, as a set of favorable conditions for the actualization of the potential of all participants in the study process. Traditionally, the formation and subsequent development of the teacher's pedagogical technique is creative, on an intuitive level. It is difficult to foresee the result in such conditions. The pedagogical system, aimed at the development of the teacher's pedagogical technique, should solve this problem, as well as increase the efficiency of the pedagogical technique in the modern conditions of informatization of the study process.

Keywords — *development, pedagogical technique, distance study, efficiency increase*

I. INTRODUCTION

Informatization is being actively implemented in all spheres of society. Taking into account the dynamically changing needs of society, educational technologies should be focused on obtaining each student individual and personal information taking into account their interests and needs. In accordance with the information received, the goals, content and methods of the educational process should be promptly adjusted. An understanding of the expediency of the application of IT-technologies was formed in order to develop methods of pedagogical technique for the implementation of study using distance technologies.

One of the central tasks prescribed to distance study is the need to organize an interactive (coordinated) interaction of all subjects of the study process, which, in turn, requires the revision of existing ones and the development of new methods of teacher pedagogical technique.

As with traditional study using IT-technologies, so with distance study, a teacher must, with the help of his pedagogical technique, engage students in interaction, including through virtual space, while ensuring their safety [1]

According to scientific research, the training of practicing teachers to work with the use of distance technologies should ensure the development of pedagogical staff in didactic and

technological aspects, including the ability to plan, organize and monitor students' independent work, taking into account the individual approach and motivating their cognitive activity [1].

Task is more complicated during distance study: the teacher should be able to create the constructive atmosphere of the lesson, to determine the psychological mood and psychological characteristics of his students, to maintain their independence and consciousness at a distance.

Modern scientist-teachers note that today the organization of distance study is still a relatively poorly studied type of interpersonal interaction.

II. RESEARCH METHODOLOGY

Under the pedagogical technique, it is commonly understood "the set of skills and abilities that are necessary for the effective application of the system of methods of pedagogical influence on individual students and the group as a whole" [1].

S.B. Elkanov, V.M. Myndykanu, V.A. Slastenin, N.N. Tarasevich, N.E. Shchurkova and other researchers see the mission of pedagogical technique in the organizing of a teacher as themselves in the pedagogical process and in influencing others.

Conventionally, there are two groups of skills: 1) the ability to control oneself (bearing, facial expressions, gestures, pantomimes), manage one's emotional state (remove excessive psychological stress, cause a state of creative health), speech techniques (breathing, voice formation, diction, speech rate); 2) the ability to influence the personality and the team (the technique of organizing contact, management of pedagogical communication; the technique of suggestion, etc.).

Analysis of the problem of the development of pedagogical technique in the works of foreign authors showed the description of proven strategies, activities and actions of a teacher to solve specific daily tasks. Such recommendations are best perceived by practicing foreign teachers [1].

One of the main problems is the maintenance of discipline in the classroom [2]. To do this, the teacher should study the strengths and weaknesses of separate students, learn to read the student "eyes", body language, gestures, and so on. In

addition, each teacher must see (and subsequently examine) himself through the eyes of his students [3].

It is also recommended to use IT technologies to make the study process more attractive and innovative for students; it is considered expedient to bring the teacher to automatism and further to improve creatively the most frequently encountered methods and / or study technologies. In this case, preference should be given to those methods that allow students to achieve their goals in the shortest possible time [4].

There are useful tips in the works of foreign authors, and also there are specific methods for managing an educational process in the classroom, similar to the techniques, given in national textbooks on pedagogical skills.

From the analysis of books by foreign authors, as well as domestic scientists and teachers, it is concluded that, in general, similar problems in helping teachers to minimize teaching errors, development teachers' pedagogical technique and achieving the best results for students are of interest.

The traditional solution to the problem of the development of pedagogical technique is to attract an intuitive approach, which often entails pedagogical errors, an unjustified increase in study time and energy costs of all participants of the educational process.

Another approach is seen in the application of a pedagogical system built on the use of instrumental measurements.

The system is based on the idea of detecting positive and negative methods of a teacher's pedagogical technique according to the collective opinion of experts [5]. By positive it means such a method that reinforces the words of the teacher or, at least, is not opposed to them, as opposed to a negative method.

To determine the positive and negative techniques, pedagogical techniques were analyzed from the standpoint of kinematics, that is, without taking into account the reasons causing it. At the same time, the clarification of these reasons was not ignored, but was not considered for this research.

Any assessment of the professional activity of a teacher, mismatch in motives, expectations, inadequate assessment is associated with the appearance of numerous risks.

The creative nature of the teacher's work is not combined with formalization and requires finding solutions in different study situations, which supposes the existence of such risk groups as "formally normative, psychologically cognitive and culturally sociological approaches" (G. Behmann) [6].

For the study process, personal, physical and technological risks are of the greatest importance.

The personal risk of the development of a teacher's pedagogical technique arises when the goals of education do not coincide with personal goals. The possibility of realizing oneself in pedagogical activity and detecting difficulties, increasing the teacher's motivation to be included in the innovative activity, the teacher's understanding of the features of the relationships of students with each other and with adults will help to reduce the personal risk of the teacher.

Physical risk is associated with complicated relationships between, for example, the teacher and students studying with peers; incorrect use of the physical abilities of own organism (for example, the vocal apparatus, etc.) and the organism of the students (not appropriate for the age and individual characteristics of the students) by the teacher.

Technological risk is associated with the efficiency of a teacher's choice of a particular method of study. At the same

time, the influence of several risk factors at the same time acquires greater significance.

Scientific and methodological work was carried out in the form of various activities in the system of improving the quality of professional training of education workers through consultations, trainings, coaching, seminars, individual and group conversations. Considered: the quality of the organization of the educational environment (educational and methodical, personnel, information, technical support); procedural component (forms, methods, technologies used by teachers, their level of work); the resulting component (achievement of goals, improvement of professional competence). The polyfunctional nature of the monitoring made it possible to analyze the quality of the course training of teachers, which led to the formation of an integral system.

The system provides for the use of IT-technologies through the author's computer program [7], which assumes the functions of:

- formation of a bank of positive and negative pedagogical methods;
- comparison of the teacher's pedagogical technique with the elements of the data bank;
- characterization of the studied methods of pedagogical technique;
- formulation of offers with the aim of strengthening the positive and minimizing the negative methods of pedagogical technique.

It should be noted that the proposed teacher's ability to compare individual pedagogical techniques with the elements of data bank of positive and negative techniques does not pursue the desire to bring everyone to the average level. On the contrary, by looking at oneself from the outside, each teacher can strengthen the positive and minimize the negative in his technique, thereby individualizing it even more.

Using a computer program allows the teacher to work on mistakes in the most comfortable conditions for themselves: at a convenient time and in a suitable place, without any psychological pressure from outside, because of the absence of direct participants of the assessment procedure. Note that at the present time, research is being conducted on the use of musical instruments to create favorable conditions for corrective activity of the teacher [8].

The description of the implementation of the development system of a teacher's pedagogical technique is presented by the following algorithm:

- 1) registration methods of teacher interaction with students;
- 2) analysis of empirical data by computer program:
 - comparison of the studied pedagogical technique with the elements of the bank;
 - determination of the essence, nature, signs of positive and negative techniques;
 - formulation of recommendations with the aim of strengthening the positive and minimizing negative methods of pedagogical technique;
- 3) teacher self-correction of his professional behavior taking into account formed recommendations;
- 4) self-analysis of the efficiency of the correction work made. As a result, if the remarks are not eliminated or minimized, self-correction actions must be repeated.

III. RESULTS OF THE RESEARCH

Approbation of the pedagogical system showed positive results. Experimentally confirmed the relevance of studying the problem of the development of pedagogical technique.

Empirical data showed that the need for the development of teachers technique is due to various innovations in the education system: the introduction of new standards; active implementation of information technology in the study process; new forms of study (distance and e-study); the nature of interpersonal relations in modern conditions of remote interaction, which got a special popularization in connection with the emergence of various social networks.

The results of the research were introduced into the program of advanced training of teachers on the topic "Improving the teacher's pedagogical technique using information technology".

The program consists of two modules "Teacher's pedagogical technique. Interactive methods" and "Pedagogical measurements of the teacher's technique."

The first module assumes the study of pedagogical interaction, features and specifics of pedagogical communication; teacher's pedagogical technique as a means of improving the quality of study; the role of modern information technology in the pedagogical process is studied in detail; the problem of assessment the efficiency of pedagogical technique. In practical classes, groups of skills of the teacher in the field of pedagogical technique are studied. Trainings on the formation and development of non-verbal and verbal techniques of the teacher's pedagogical technique; management techniques for their health and emotions take place. The use of information technology in the teacher's pedagogical technique is covered.

The second module describes the purpose of pedagogical measurements, the types of scales and the features of their use. Various methods of empirical data processing are studied. Trainings on the study of technologies for creating a situation of success in the pedagogical process; managing yourself are conducted.

Also, the implementation technology of the developed system of development of pedagogical technique involves the use of qualimetric procedures. The practical implementation of it is described in the educational-methodical manual "Instrumental assessment of the teacher's pedagogical technique" [9]. The presented guidelines in the aggregate allow to make a comprehensive assessment of the teacher's pedagogical technique based on the collective opinion of experts.

Comparison of the results with the requirements of the professional standard of the teacher, allows to form an idea of the achieved level of teacher qualification. For the teacher, the information received has some interest, since the pedagogical worker receives a reasoned confirmation that he has positive methods of teaching technique. If the assessment is negative, then the teacher remains the right to improve their own technique.

IV. CONCLUSIONS

The system of development of a teacher's pedagogical technique, in the process of implementation of which, a databank of positive and negative pedagogical techniques is formed, aims to provide each teacher with the opportunity to strengthen the positive and minimize the negative in his technique. The use of information technology allows to

automate the implementation of the system, thereby to get rid of subjectivity in assessing the methods of the teacher's pedagogical technique.

The described system of development of the teacher's pedagogical technique is one of the ways to modernize the approaches of teacher training, serves as the basis for measuring and increasing the efficiency of pedagogical work and, as a result, as a way of managing the quality of the study process as a whole.

V. DISCUSSION OF RESULTS

Let us give the psychological and pedagogical characteristics of some results obtained by studying the methods of a teacher's pedagogical technique within the framework of the system of development of a teacher's pedagogical technique.

Voice and body position features. Negative attitudes were noted 1) fast pace: about 69 words per minute on average; 2) frequent voice intonation. The explanation of this attitude is that a fast pace can be an indicator of high anxiety and uncertainty in the quality of one's own speech in terms of the content and articulation of sounds. Therefore, a professional teacher intuitively reduces the pace of speech, trying to pronounce ingratiatingly and briefly when highlighting the main thing in order to focus the attention of students. Since the voice is a technique of the body, inseparable from bearing and facial expression, when you highlight the main idea, the look naturally stops, fixing itself on one abstract point, denoting an emotional and substantial dominant. When looking from one student to another, it is necessary to try not to turn the head sharply, since a sharp turn of the head with a change in the volume of the voice is used to attract attention. Or, for example, during a conversation with students, it is not allowed to keep the chin up for more than two minutes or, conversely, to tilt down the face for a long time, which lasts more than half of the lesson.

The presentation of the material features. During the monologue it is recommended to look at the students. It is acceptable to look not in the eyes, but on the crown of the students heads. In the content of the monologue, there should be psychological "anchor points" that hold the structure and logic of the statement, which, if possible, you need to know "to automaticity". The pronunciation should be clear and understandable to the listener, and the presented material should be interesting and "touching the heart" of the teacher himself, this fact will give additional self-confidence while explaining and structuring the material. The explanation of the new material should be divided into small blocks, the explanation of which would take no more than 7-8 minutes (for elementary school - no more than 2 minutes). At the end of each block, it is necessary to ask questions (no more than two) in order to detect the quality of learning material.

Eye contact features. The duration of the teacher's and the student's eye contact should not exceed 4-5 seconds, since this may interfere with the development of psychologically positive feedback from the students. However, a teacher who is engaged only in his own train of thought ("mumbling at the blackboard") is not very effective despite the depth of knowledge of the taught discipline, since the communicative connection in the process of delivering information will be practically minimal. In communicating with the audience, a balance must be kept between the fact that eye contact is an

indicator of trust and readiness to be open, while avoiding eye contact means alienation and distrust.

Communicative style features. Each teacher in the process of obtaining pedagogical experience develops his own communicative style of presentation of the material, to which students get used and adapt. The key behavioral mechanism is an approving, unconditional attitude to feedback from the audience, a flexible attitude and naturalness in behavior (lack of pathos). When working in the classroom, you should try to be behind the students' backs for no longer than 2-3 minutes. When explaining the material, it should be kept a thumbnail of the teacher (broadcast) in the upper right corner. When a presentation is shown, active verbal accompaniment is required, where it is necessary to speak slowly, non-monotonously and loudly enough so that the students at the last desks can hear you without straining their ears. It is important to move around the audience when the slide show is on. At the moments of switching the attention of the audience, when the next slide is moving, there is an opportunity for a few seconds to "take a break" and "gather strength", which is very important. The emerging pauses make it possible to regulate breathing, as well as a few gestures or "stepping" from one foot to the other help relieve tension, for example, if you have "no place to put hands" from the excitement, it is enough to hold a pen (any writing item), which also helps to achieve composure.

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